

# Nebraska Department of Education Scoring Guide for Persuasive Writing – Analytic – GRADE 11

|   | 1   | 2  | 3   | 4   |
|---|---|--|---|---|
| <b>IDEAS / CONTENT</b><br><b>35%</b>                | <ul style="list-style-type: none"> <li>Writer conveys little opinion or position about the topic.</li> <li>Content has many digressions from the topic.</li> <li>Reasoning is unclear.</li> <li>Supporting examples or reasons are lacking.</li> </ul>  | <ul style="list-style-type: none"> <li>Writer conveys a limited opinion or position about the topic.</li> <li>Content has some digressions from the topic.</li> <li>Reasoning is somewhat logical and convincing.</li> <li>Supporting examples or reasons are limited.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Writer conveys a general opinion or position about the topic.</li> <li>Content is generally focused on the topic.</li> <li>Reasoning is usually logical and convincing.</li> <li>Supporting examples or reasons are adequate and relevant.</li> </ul>  | <ul style="list-style-type: none"> <li>Writer conveys a clear opinion or position about the topic.</li> <li>Content is well-focused on the topic.</li> <li>Reasoning is logical and compelling.</li> <li>Supporting examples or reasons are numerous and relevant.</li> </ul>   |
| <b>ORGANIZATION</b><br><b>25%</b>                   | <ul style="list-style-type: none"> <li>Structural development of an introduction, body, and conclusion is lacking.</li> <li>Pacing is awkward.</li> <li>Transitions are missing or connections are unclear.</li> <li>Paragraphing is ineffective or missing.</li> </ul>                               | <ul style="list-style-type: none"> <li>Structural development of an introduction, body, and conclusion is limited.</li> <li>Pacing is somewhat inconsistent.</li> <li>Transitions are repetitious or weak.</li> <li>Paragraphing is irregular.</li> </ul>  | <ul style="list-style-type: none"> <li>Structural development of an introduction, body, and conclusion is functional.</li> <li>Pacing is generally controlled.</li> <li>Transitions are functional.</li> <li>Paragraphing is generally successful.</li> </ul>   | <ul style="list-style-type: none"> <li>Structural development of an introduction, body, and conclusion is effective.</li> <li>Pacing is well- controlled.</li> <li>Transitions effectively show how ideas connect.</li> <li>Paragraphing is sound.</li> </ul>   |
| <b>VOICE / WORD CHOICE</b><br><b>20%</b>            | <ul style="list-style-type: none"> <li>Writer demonstrates little commitment to the topic.</li> <li>Voice is inappropriate for the purpose and audience.</li> <li>Language is neither specific, precise, varied, nor engaging.</li> <li>Writer fails to anticipate the reader's questions.</li> </ul> | <ul style="list-style-type: none"> <li>Writer demonstrates a limited commitment to the topic.</li> <li>Voice is sometimes inappropriate for the purpose and audience.</li> <li>Language is occasionally specific, precise, varied, and engaging.</li> <li>Writer anticipates few of the reader's questions.</li> </ul> | <ul style="list-style-type: none"> <li>Writer demonstrates a general commitment to the topic.</li> <li>Voice is generally appropriate for the purpose and audience.</li> <li>Language is generally specific, precise, varied, and engaging.</li> <li>Writer generally anticipates the reader's questions.</li> </ul>                | <ul style="list-style-type: none"> <li>Writer demonstrates a strong commitment to the topic.</li> <li>Voice is well-suited for the purpose and audience.</li> <li>Language is specific, precise, varied, and engaging throughout.</li> <li>Writer consistently anticipates reader's questions.</li> </ul>   |
| <b>SENTENCE FLUENCY / CONVENTIONS</b><br><b>20%</b> | <ul style="list-style-type: none"> <li>Sentences seldom vary in length or structure.</li> <li>Phrasing sounds awkward and unnatural.</li> <li>Fragments or run-ons confuse the reader.</li> <li>Grammar, usage, punctuation, and spelling errors throughout distract the reader.</li> </ul>           | <ul style="list-style-type: none"> <li>Sentences occasionally vary in length or structure.</li> <li>Phrasing occasionally sounds natural.</li> <li>Fragments or run-ons sometimes confuse the reader.</li> <li>Grammar, usage, punctuation, and spelling errors may distract the reader.</li> </ul>                    | <ul style="list-style-type: none"> <li>Sentences generally vary in length or structure.</li> <li>Phrasing generally sounds natural.</li> <li>Fragments and run-ons, if present, do not confuse the reader.</li> <li>Grammar, usage, punctuation, and spelling are usually correct and errors do not distract the reader.</li> </ul> | <ul style="list-style-type: none"> <li>Sentences vary in length and structure throughout.</li> <li>Phrasing consistently sounds natural and conveys meaning.</li> <li>Fragments and run-ons, if present, are intended for stylistic effect.</li> <li>Grammar, usage, punctuation, and spelling are consistently correct and may be manipulated for stylistic effect.</li> </ul> |



Analytic Rubric for Use in Grade 11 Pilot - 2011

